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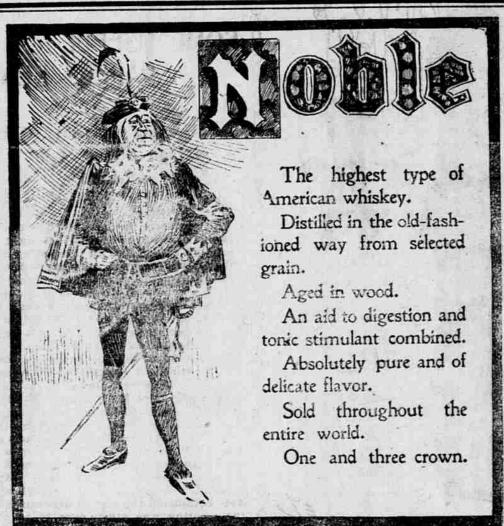
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MEET.

(Continued from Page 1.)

us years to learn. Leave the minute things until later. It is better to deal with large objects. Give a glance through the telescope before introducing the microscope. Do not go too much in-to detail. It is not even always best to make life studies of animals and insects. Beginning children are always inter-ested in animals. Why? Because they are alive. The self-activity in the child is matched by the activity in his dumb friends. The dog runs, the dog jumps, the dog barks, the dog caught a rat, means a thousand times more to a boy than, The dog has two eyes, the dog has four legs, the dog has one tail, the dog Organic life is better suited to the

first years of school life than inorganic. Do you not think that our present course of study makes a mistake in this mat-

And cooing to you and cooing to me, mean more to the little Hawaiian girl the end for which men studied. It was in the front seat than a whole mountain a feather in one's cap then to be able to of dead lava stones? Lava stones and say Podophyllum pellatum, Solanum tucolcanic cinders have their place, but I berosum, Phaseolus vulgaris, as one question is it in the first year? Do not would say may apple, potato and bean, misunderstand me to say that I would and I am afraid this tendency has not eliminate all inorganic nature study from yet died out. This, however, came from the early years of a child's education, the study of plants and animals enbut great care should be made to select tirely disassociated from their surroundwhat is best suited at that time.

had a fascination for children, and the nical. old myths relating to their origin is as dear to the little folk today as they extreme. The German laboratory system were to the Greeks and Romans.

life. Indeed, one is dependent on the tory; go and investigate and learn all other. The things we eat-the rice, the about the thing. It was the days of intare, the sugar-have stored up within dividual research, and emphasized the them food for mental thought as well as use of the compound microscope. During nourishment for the physical organism. this period teachers soon saw that it The rice field, the taro patch, the sugar was impossible to incorporate this sysplantation, has a great charm for the tem in the primary schools, so they said child and furnishes him with an endless let the little child do without this amount of information.

gin early to require the child to memo- phy was sufficient. rize some of the beautiful gems of literature. So many suitable verses can be

"In the heart of a seed, Buried deep, so deep, A dear little plant Lay fast asleep. "Wake!" said the sunshine, "And creep to the light." "Wake!" said the voice Of the raindrops bright. The little plant heard And it rose to see What the wonderful Outside world might be.

Story and story reading should be the outgrowth of nature study. For example, the study of the duck; "The Pot of Gold" should follow the rainbow lessons and Black Beauty" should be read in con-

Of necessity the reading of the first year will be much of a social character, their own expressions. As the second and third grades are reached the lessons should show more individuality. The value of social work cannot be overestimated, but even a good thing can be two children-a son 15 years old and a carried to excess. I have heard teachers complain that it is almost impossible er bed, the father pulls a bunch of oats to get original expressions after a class from the flowers because it does not besome nature lesson and erving a fact, having it recorded on the blackboard, observing another, noting it, stalks came from that single seed. He then correcting, re-arranging and reserving for a reading lesson, is certainly a plant. The boy perhaps sees that some very helpful one. It is suggestive, instructive, promotes sociability and respect for the opinions of others; but the plan of permitting the individual to observe, write his own observations as he root is covered with a lot of delicate makes them, correct and express with hairs and she goes back to the house continuity is equally as good, for it helps and tells mother that the little roots develop keenness, perseverance and independence. There seems to be a tendency in these times to suppress the individuality. Beware of so doing. A country is what its citizens are.

steam, electricity and the various in- upon a bit of knowledge in a similar ventions. This is a good time to intro- way. duce such reading as the biographies of something about the tendency of liquids Fulton, Franklin, Morse, Whitney, Watt of different densities to mix, by putting and Edison. Let me tell you what a pieces of potato in fresh and salt water. little boy said who had been led by a One of the pupils who had cooked potalow we read about yesterday?" "Oh," said, "Oh, I know; because some of the replied Jack, "he's all right. He beat water soaks out of them and they are that cowboy (that I read about the oth- more mealy." er day) all to pieces. The cowboy was terested in what was going on said, fellow was just smart enough.

Jack had evidently been reading some of those sensational stories of the wild with the things about them; second, to West, but with a boy's keenness he could widen the pupils' horizon; and, third, well discern between genuine character an adjunct to other lines of mental deand the wild bravado of the cowboy.

and history reading. We seldom realize nearly every one of that history and geography are nothing knowledge of the stove and of heat after but a study of nature, pure and simple, we had been burned once or twice. And

but when Tom studies taro in the first us every day of the gross mistake of year, taro in the second year, taro in withholding nature study from children the third year and taro in the fourth of the primary grades because they are year he gets weary of taro and loses in- not old enough to comprehend it. terest in nature study generally. A good, fact is, it is the minds of the children well-defined course of study would obvi- which are most receptive to nature's ate this difficulty entirely.

When nature work is made the basis of complete thought and not a se-

create within the child a desire for good of life. literature. As a rule, the child has a physics began with discussions on be careful not to put forward her own

Encourage the child to read by himto read whenever they have spare time.

keep in his desk until he has read it. Then have him exchange it for another. You will find in a short time that many who did not care for reading have grown fond of it. You have provided a means for calling the affections into play, ennobling the desires, and purifying the springs of conduct, for reading is one means by which the spiritual nature is reached and character building, the true aim of education, is begun. Remember that the teacher is like a great helmsman guiding whithersoever she will, and that in all nature there is nothing so wonderful as the budding soul of a little

The subject of "Nature Study" was dealt with by J. W. Gilmore as follows: NATURE STUDY.

Before dealing with the subject of nature study we might look back for a moment over the road of thought and endeavor which has led up to our present conception of it. From the position where we now stand we can look back and see three stages over which teachers and men have trodden.

In the early part of last century it was the ultimatum of teachers and men to know the names-the scientific names animals and plants. This came out of the impetus which Linneus gave to the spirit of investigation. In those days indeed it was necessary to have an inventory of growing things.

This inventory list, however, soon grew long and the desire to know these formal names, rather than the characteristics of the things for which they stood, was ings. The botanies then were of the na-The sun, moon and stars have ever ture of a glossary, and were very tech-

The pendulum then swung to the other became very popular. It said to the pu-Plant life is closely allied to animal pil, the boy and girl, there is the laboraknowledge of nature until he was, more Memory reading should have a distinct mature. For little children, reading, place in every grade of the school, Be- writing, spelling, arithmetic and geogra-

During the past ten years, however, railroads have been giving conducted exfound right along this line of nature cursions, summer outings have become sctudy reading. Here is one worth learning after studying the germination of ed that the city is a good place to do business, but the country is the place to live and enjoy life. So now we are beginning on the fourth stage of this road. From some source has come a desire to know the plant, the insect or the anima: in its environment-to know about air, water, heat and the simple problems of electricity and magnetism, as we need them in every-day life. Questions concerning these things will interest people of all ages and all stages of intellectual development. And so this is what we choose to call

nature study-the seeing of these things in their relations to the things about them, and understanding and interpret-The Ugly Duckling" should supplement ing them when we see them. You see this is not the definition of a science When our energies are directed along meaning. Nature study in this sense is interesting to both old and young. Indeed, it is the method by which we grow in knowledge. Suppose, for instance, daughter aged 5. As they pass the flowlong there. He sees clinging to one of read and re-read it. This method of ob- the shortest roots a little seed hull and wonders that all the fifteen or twenty learns something of the habit of the oats of the roots are old and grey and others are fresh and white, and he calls the attention of the sister to this white, clean root. But she sees that the white have hairs on them the same as the kitten's tail. Then everybody laughs; nevthing, and it all came in an informal way. Each one of you think for a mo-About the third and fourth years chil- ment and see if you cannot remember dren become interested in such things as some experience when you have come The other day we were learning careful teacher to read the story of one toes asked why we soak potatoes in salt of our inventors. A classmate asked one water before cooking them. Before 1 "Jack, how did you like the fel- could say what I knew about it, she said, "Oh, I know; because some of the 'Yes, sir, that's just what happens."

The objects of nature study are, first, to bring the pupils into acquaintance velopment. It is in consideration of the As the child advances in years nature first object that the study is of greatest work furnishes a basis for geography service to the primary pupil. I suppose whether we can see ourselves as others The great masters of the world-the saw us or not, we all know how babies musicians, sculptors and painters ask questions about things they can -are all exponents of nature. Read their touch or point to. I knew a little boy a stock question. There is one danger against which we that?" which he used for the purpose must guard, and that is the overlapping of getting people to talk. Now he is a of subjects. Repetition is a good thing, speaker for himself. Instances come to teaching.

Concerning the other two objects, I reading, the expression of the reader is need not dwell upon. They pertain more leaves; breadfruit, fruit and leaf; taro, Each sentence to the completion of education, and are in the province of the older students. Now a few words as to teaching nagrouped together. One is not likely to ture study. Ten or fifteen years ago all hear the choppy reading which is cer- the botanies began with chapters on the tainly very distressing to both teacher compound microscope, and its use; then and pupil. I have heard many teachers followed chapters on the lower forms of say "read this story" when they mean plants, with dissertations on their cellu-Let me ask, 'Is lar structure and the protoplasm and nuclei which they contained. The books It lies within the teacher's power to on zoology began with the lower forms The books on chemistry and great respect' for the opinions of his molecule and atom, with the molecular teacher, and her sentiments influence him theory and the theory of atomic weight. a greater or less degree. She should We smile at that now, for the microscope is not an introduction to the caterpillar personal likes or dislikes too strongly, and his games; nor does the theory of She must present the various phases of atomic weights prepare us to see how life and let the future decide what his a candle burns or how solder sticks. flower and fruit; banana, tree, the things he can see, touch and underself and provide him with the means to stand, and as he grows up in this traindo this. If you have no library in your ing, the deeper problems touching everyschool, here is a little scheme that day things and phenomena will be pertimight be well to try. Say to your pupils that you are going to permit them a place in his consciousness to put them. and berry; oleander, flower and leaf; to read whenever they have spare time. It is very good indeed for a teacher to pomegranate, fruit and leaf; bougainvil-There are always some children who understand well the subject she or he lia; poinciana regia, work more rapidly than others. (Did you ever sigh over the boy who finishes his work love the boy who finishes his work long before others are half pupil. It is better for the teacher to Bee, three kinds of bees, various ined when he next gazed on his work long before others are half through? Isn't he the one who usually gets into mischief?) Tell them you are going to start a borrower's ibrary and ask any who have books they care to lend to bring them to class. You will find quite a number appear the next gazed on his personal through? Isn't he the one who usually gets into mischief?) Tell them you are going to start a borrower's ibrary and ask any who have books they care to lend to bring them to class. You will find quite a number appear the next gazed on his personal through? Isn't he the one who usually store the flowers, etc.; caterpillar, cocoon and white as the driven snow. To the sorb the flowers, etc.; caterpillar, cocoon and white as the driven snow. To the sorb the flowers, etc.; caterpillar, cocoon and white as the driven snow. To the sorb the flowers, etc.; caterpillar, cocoon and white as the driven snow. To the sorb the flowers, etc.; caterpillar, cocoon and white as the driven snow. To the sorb the flowers, etc.; caterpillar, cocoon and white as the driven snow. To the sorb the flowers, etc.; chickens, row of the soldiers, the bird survived the operation.

The cocoon and white as the driven snow. To the sorb the flowers, etc.; caterpillar, cocoon and white as the driven snow. To the sorb the flowers, etc.; caterpillar, cocoon and white as the driven snow. To the sorb the flowers, etc.; caterpillar, cocoon and white as the driven snow. To the sorb the flowers, etc.; caterpillar, cocoon and white as the driven snow. To the sorb the flowers, etc.; caterpillar, cocoon and white as the driven snow. To the sorb the flowers, etc.; caterpillar, cocoon and white as the driven snow. To the sorb the flowers, etc.; caterpillar, cocoon and white as the driven snow. To the sorb the flowers, etc.; caterpillar, cocoon and white as the driven snow. To the sorb the flowers, etc.; caterpillar, cocoon and white as the driven snow. To the sorb the flowers, etc.; caterpillar, cocoon and white as the driven snow. To the sorb the flowers, etc.; caterpillar, cocoon a

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uffered, or perhaps, I should say, the drawing a street car, etc.; sheep

nature's things must be personified or coloring than many a trophy of the fish held up as wonders. It is very good to market. Fish, moreover, bring in personality for the purpose of driving home a point or making it impressive, but in general nature's things do not invite the ability to talk, or the element of personality. Neither is it necessary to confine one's self to the wonderful tendencies of flowers to catch flies, nor of the tendency for flies to imitate bumble bees in color and rabbits to

The gist of it all is that everything has something to tell, some story or his-tory, and we will endeavor to hear it

NATURE WORK AND ART.

Miss May Laughlin's paper on "Nature Work and Art" was largely a suggestion of fit subjects for study in the line of drawing and coloring. It was as follows:

A desire for nature study is constantly ncreasing in the schools. The question ing use of the many lessons which Mother Nature holds for us, as to the manner of our interpretation of her teachings,

and, in turn, of the child's interpreta-Nature study means a great deal more the mere act of reading about things, looking at them, and telling the child that such and such statements are made upon all his senses-not alone upon his sight and hearing, as in "the good old days"-and then he must strive to

make permanent this impression by all the modes of expression possible to him. I contend that nothing in this direction was just as likely as not that from on is more potent than the use of the cray- or the other of them a body would be on and the brush. Thought and action swinging in the wind. Up till the beare thus united, and, step by step, the translated impression becomes individual, definite and lasting.

our Honolulu schools must, first of all, learn to recognize lovingly the things approaching York is directed by the immediately about him, as well as to perform such action as those things sug- lows and three windmills," and the road We must cause him to see, and to man things which are his natural birth- lows and Crokehill." Going out In this sunny clime, where the earth is decked with so lavish a hand by the gallows." Any number of such the teacher has exceptional opportuni- directions can be gleaned from the ties in this direction. I give below a books for the guidance of list of some of the many ever-present PLANT LIFE.

single plant, bunch of taro roots and stalks, taro field, etc.; rice, plant in dif- tiveness about them that must have ferent stages of growth, rice field, etc.; given a special piquancy to cycle tour sweet potato; cocoanut, tree and fruit; ing if it had been in vogue at that time papaia, tree and fruit, two kinds of -London News. flowers; carrot, beet, pepper, turnip, let-(most of these grow in the children's gardens; not only the vegetable, but the on a post commandant plant itself should be drawn); corn, su- like all other post commandants. gar cane, plant, field, etc.; orange, fruit and leaf; fig, fruit and leaf; grapes, fruit and leaf; watermelon; familiar ferns; lauhala, tree; royal paim; umbrella tree; banyan; monkey pod, tree and flower; preventive of tropical diseases tamarind, tree, flower and fruit; cotton, discovered, and he was equally attaplant, flower and cotton ball; coffee, ed to a pet flamingo, spray of leaves and coffee berries; pineplant and fruit; banana, Why not begin with the child and with various flowering vines; sunflower, plant and flower; hybiscus, leaf and flower; the soldier there was nothing to narcissus (Chinese lily); algeroba, tree revenge. On a certain and beans; crimson

ANIMAL LIFE.

day. The teacher can add a few of her own. Look over the collection carefully and slip out any you do not think fit for your pupils. Give each child a book to

pupil. Specialists are prone to make the parrot; dove; Chinese ox; mynah; fish subjects disinterestingly, mere detail; or make a fine subject for study. There is to qualify their statements until they an almost endless variety of form an colors among the Island fishes, and sure Then, too, teachers are apt to feel that ly nothing could be more beautiful in it fascinating to children.

> School house, children's flower gardens etc.; desk, chair, table, poi bowls or calabashes, pol pounder, poi tray, common dishes, bicycle, inter-Island boats and steamers, ocean steamers, child's books, work bag, slate, etc.; clock, Chinese lanterns, broom, firecrackers, shoes to coffee mill, canoe, doll, native hat, train

The Island shells offer an interesting possibility, being excellent examples both form and color. Familiar buildings, Kawalahao Church

drill shed, Government buildings, light house, rice mill; blacksmith shop with Head, Punchbowl, Waikiki beach, Ha waiian, Japanese and Chinese men, women and children clad in their national costumes; Chinaman planting rice, plowing a rice field, cultivating taro, carry ing barrels of pol on a pole, etc.; Hi wallans pounding pol

PUBLIC GALLOWS A CENTURY AGO.

Even if the bicycle had been invented hardly have become very popular, at all events for solitary cyclists. The for himself, have an impression guide books were by no means cheerfu reading. A run from London to East Grinstead, a distance of five or six an twenty miles, would have taken t wheelman past three gibbets, and it ginning of the century just closed the gallows was almost as frequent a land mark as finger posts or public houses guide books to "turn round by the gal-Wells you "cross the brook and pas esting objects were put up and the dead bodies of malefactors left upon then for the special edification of footpad

> An amusing toke was recently play not popular. He had two fads: being kept in captivity and showed his creeper; golden an order was issued from headquarter which were not sheltered from th weather, should be whitewashed. The post commandant's wrath can be imag-